DOCUMENT RESUME

ED 164 536 95 SP 013 720

TITLE	Management of Disruptive Surface Behavior: Prescriptive Learning Package 5. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 77
GRANT	400-76-0091
NOTE	8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Class Management; *Classroom Techniques; Discipline; *Discipline Problems; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; *Learning Modules; Reinforcement; *Student Behavior; Validated Programs

ABSTRACT

A prescriptive learning package for inservice teacher education is described. The package seeks to aid the teacher in developing and implementing individualized intervention techniques suitable for children whose learning situations result in disruptive behavior; knowledge and applications of terms and principles of behavior management are highlighted. Information is provided on the purposes and content of the package, activities and resources necessary for implementation, history of development, and ordering information. A critique is also provided. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: MANAGEMENT OF DISRUPTIVE SURFACE BEHAVIOR - Prescriptive Learning Package - 5

Publication Date(s): 1973

Intended Users: Inservice and pre-service teachers who are interested in altering disruptive surface behavior of individual students.

Grade Level(s): K - 12

Number: Individual

Primary Focus: Aiding the teacher in developing and implementing "individualized intervention techniques suitable for children whose learning situations result in disruptive behavior" is covered.

School subject(s) and/or in-service topic(s) covered:

Knowledge and application of terms and principles of behavior management of children with disruptive surface behavior are highlighted. Several terms are:

- social reinforcer
- concrete reinforcer
- positive reinforcement
- baseline of behavior

Participant will learn to identify types of behavior and how to modify them by using reinforcement.

What participant does in using the materials:

- Reads the material
- Takes a test
- Views a videotape
- Participates in seminars
- Works with children in a classroom
- Takes a final assessment test

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Resources:

Items necessary to complete the program include:

- 23-page manual
- Videotape
- Bibliography

Access to a classroom of students is necessary.
An instructor is required. It is recommended that a third person, perhaps a peer teacher, act as an observer.

Describer critique:

The product's assets are its good organization, readability and clearly defined techniques and objectives. Its major flaw lies in unclear charts. People who disagree with the Behaviorist approach may object to the entire program.

SP013720

discipline/reinforcement TD

B. INDEPTH INFORMATION

1.0 PURPOSES:

This product was developed to aid the teacher in altering disruptive surface behavior of individual students. The developer states the following:

"One of the first steps in achieving a successful learning environment in the classroom is to be able to control behavior that is not task-oriented.

"The terminal objective for this learning package is either to increase or to decrease a specific behavior of a child by an amount agreed upon by program participant, supervisor and outside observer.

"The program consists of two distinct phases: cognitive and operational."

2.0 CONTENT — Scope and Sequencing of Topics:

Table of Contents

Introduction	1½ pages
Statement of Competency Areas	2 pages
A booklet - A Behavior Management Program (includes six sample charts and graphs)	14 pages
A selected bibliography	1 pages
An Assessment Booklet	5 pages

A videotape showing disruptive student behavior is provided under separate cover. (see 5.3)

The material must be used sequentially.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE O PRODUCT

3.1 Description of main in-service activities:

The participant reads the objectives, reads the Behavior Management Program booklet, watches a videotape, takes a test on the assessment booklet, participates in several seminars with an instructor, and works with children in a classroom using management techniques.

3.2 Help given in use of product:

A bibliography, a videotape, and sample charts and graphs are provided. All instructions necessary to complete the module are given in the booklet.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is a test on the contents of the assessment booklet (midway); there are several seminars with an instructor. The participant works with children in a classroom situation with a supervisor and an observer. The participant is rated systematically on the enabling objectives listed in the assessment booklet: "At the end of a 5 week period he or she should be demonstrating the listed behaviors to a degree agreed upon by participant and observer."

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Time required is five weeks or longer if it is necessary to improve performance

Space required is a classroom for seminars and a classroom of children for interaction; audio-visual equipment for videotape

An instructor and an observer are required.

5.2 Distributor name/address:

State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

(716) 862-5012

Contacts: William Licata
Lewis J. Sinatra

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
MANAGEMENT OF DISRUPTIVE SURFACE BEHAVIOR - Prescriptive Learning Package - 5	$1.00	No	1/participant	Yes (copy test)

includes:
1 booklet - 23 pgs.
videotape*

* A blank videotape, provided by the user, can be mailed to the distributor to be recorded with necessary information. There is no cost for copying.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Keith L. Curry
Department of Mental Retardation/Physical Handicap
State University College at Buffalo
Buffalo, New York

6.2 How developed and when:

In the summer and fall of 1973, Keith Curry, with guidance from Lew Sinatra, collaborated with teachers, principals and Teacher Corps interns in the Buffalo area to produce this product.

6.3 Evidence of effectiveness with users:

The product was field tested on up to 200 teachers in the Buffalo area. The performance-based program made it possible for users to design specific behavior management plans.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need addressed in this project is for the teacher to be able to manage disruptive surface behavior of children in the classroom, The product appears to offer effective techniques for teachers to use in this area.

The technical quality of the product is good; the book is well organized and readable. The material is adaptable -- administrators and local school board members could use it as well as teachers. The charts are somewhat obscure and difficult to follow.

Content accuracy/social fairness/community acceptance issues:

The content appears to be accurate. There is no visible ethnic or sex bias. People who disagree with the Behaviorist approach and theory may not care to use the behavior modification techniques described.

Overall summary/comment:

The main strengths of the product are readability, good organization, clearly defined objectives and clearly described application techniques. Because the charts are quite complex, some explanatory notes would have to be provided by an instructor. This constitutes a good training program for teachers.